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CAMPING MAGAZINE



FEATURING

The Importance of Group Life . Rudolph Dreikurs, M.D.

Why Have A Counselor? . . . , Rosalind Cassidy

"Getting Down To Fundamentals" . Hugo W. Wolter

The Creative Approach To Crafts In Camp
. C. Genevieve Lawler

Let's Take A Hike Mariann Marshall

A College Creates A Camp Esther Bristol

Horsemanship In The Rockies . . Lillian von Qualen

Plastic Clay During Camping Days . Charles R. Scott

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VOLUME XII

NUMBER 8

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NOVEMBER, 1940

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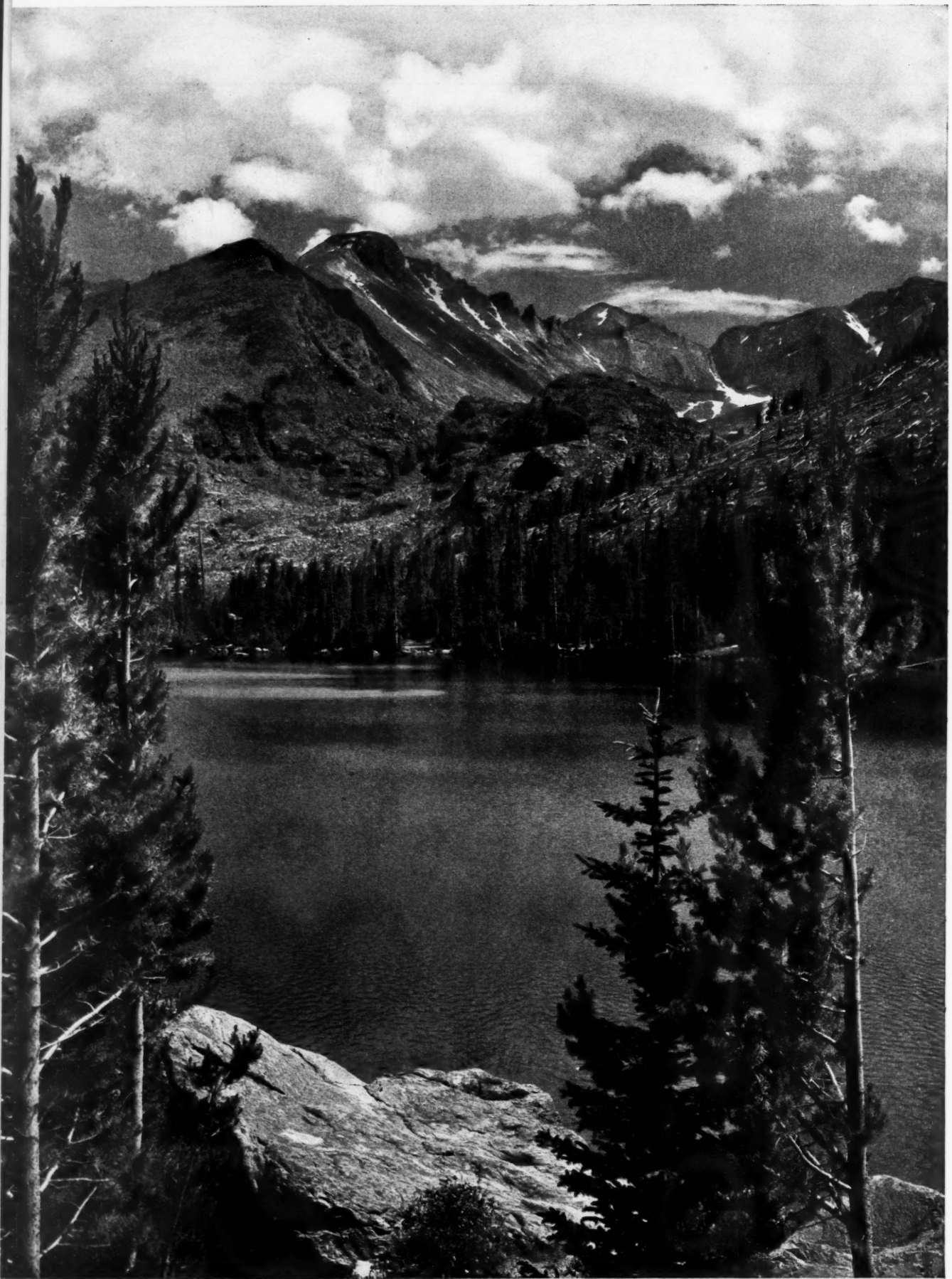
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Courtesy Union Pacific Railway

*I am in love with high far-seeing places
That look on plains half-sunlight and half-storm,
In love with hours when from the circling faces
Veils pass, and laughing fellowship glows warm.*

—ARTHUR DAVISON FICKE

The Importance of Group Life

By

Rudolph Dreikurs, M.D.

Editor's Note.—*The Camping Magazine* takes pleasure in presenting this, the first of three articles by the noted Adlerian psychologist, Dr. Rudolf Dreikurs, on "Organized Groups in Camp". A graduate of the University of Vienna, Dr. Dreikurs practiced neurology and psychiatry in that city for fifteen years and collaborated closely with the Noble Prize winner, Wagner-Jauregg, and with Alfred Adler. He conducted his own child-guidance clinic and co-educational camp for several years in Vienna. He has been in this country for about three years lecturing, conducting clinics, and serving as special consultant at Michael Reese Hospital. Among his books are *An Introduction to Individual Psychology*, *Psychic Impotence*, *The Nervous Symptom* and *The Technique of Education Without Coercion*.

GROUP activity is as essential for every child as water is for a plant. He needs it not only for pleasure and entertainment, but it is vital for his well-being and development. Careful planning of group activity for the child is becoming increasingly important. Just as we recognize the necessity of adding vitamins to our meals because our normal diet has become restricted and insufficient, so we must consciously create group situations for the growing child since home life no longer provides them sufficiently. We have to realize that group situations gratify fundamental and basic wants of the child. Human beings are social beings. Our whole personality is based on our conception of society, of our position in a group. Children try to understand their position in life by interpreting their personal experiences. Their first experiences are, for most children, restricted to their family life. For them family represents "life" itself. But unfortunately the family today gives them a perverted picture of our actual society.

Families with a large number of children are becoming more and more an exception. Therefore a child at home is rarely a part of a children's group. He finds himself living, as far as his family is concerned, in a world of grown-ups, who differ from him not only in size and activity, but in power and abilities. To understand his position we would have to picture ourselves living in a world of giants. This is clearly the situation of the "only child."

Even if there are two or three children in the family, their experience is misleading. Where there are fewer children in a family more intense competition exists. The love, affection and attention of the parents is one of the booties of this conflict. As a consequence children try to attract attention with every possible method or to punish their parents for an imagined lack of love and acceptance.

But there is more behind the competitive behavior of children. It is impossible for a child to understand the implications of age. An older brother remains someone who knows more and has more privileges and abilities, regardless of how many times the parents reassure the baby that later on he will be quite as strong and independent. The child is still doubtful and becomes even more so when later on the older brother is still, or again, many steps ahead!

Thus the baby must either accept his brother's superiority or challenge it and fight. In either case, competition is the result, either in retreating and driving for other compensations, or in attempting to surpass. The older child, on the other hand, regards the younger one as a challenge to his own position and the more so when he perceives the rapid growth of the newcomer.

Thus competition between the first and second child becomes the rule, even if the children love each other and don't openly quarrel. Fundamental differences in character and ability, so frequently found between first and second children, are results of this competition. Misjudgment of sisters and brothers who consider each other, disregarding the age component, as either superior and efficient or as dull and weak, is responsible for the exaggerated competition between siblings which exceeds even the general competition characteristic for our modern society.

The whole family can be disrupted as a result of competition between the children, if the parents, especially the mother, are not adequately prepared to

handle this difficult problem. While a large number of children generally is more homogeneous and lessens the competition, overprotection and overanxiety of insecure parents can upset even this advantage. Then we find in *one* family several couples of typical first and second children, or even several "only" children, besides some, who as "middle children", resent the privileges of older and younger siblings alike. All these children miss the feeling of being part of a group as a fulfilled, equal and fully accepted member. Their family situation is in contrast to society which unites stronger and weaker, superior and inferior personalities and is fundamentally based on the idea of human rights, giving everyone similar civil liberties and duties regardless of size, power, and ability.

Thus the approach of very young children to their actual life problems is quite different from that used in the world of grown-ups. The desire to get attention, passivity in order to avoid responsibility, stubbornness to excite and punish superiors, are not only unsocial approaches, but, unfortunately, work successfully with parents. On the other hand mutual cooperation and social contribution, which are the only workable and effective approaches within society, are rather rarely discovered and used by children in their family world.

All this reveals the importance of group life for the development of children. In a group a child realizes that his personal approach, developed in his family relationships, is inadequate to secure him a position among other children. Thus the group offers him the opportunity to correct his misconception of his position in society and to reconsider and re-evaluate his personal approach toward his fellows.

The need of group activity for young children is becoming more and more recognized. There are few parents left today who neglect this need by substituting private tutors for public-school instruction, thereby depriving their child from the necessary group life offered by public schools. On the contrary, there is a definite trend toward letting children benefit even much earlier from the advantages of group activities: kindergarten and recently nursery schools offer opportunities which are more and more utilized by understanding parents.

Our schools do a very good and effective job in the necessary process of readjustment. Under democratic leadership the class represents a group of fundamental equals where everyone has a fair chance for success and recognition. Many of our spoiled children learn there to become citizens in accepting general rules and order and respecting the needs and demands of their fellows. The influence of kindergarten and nursery schools is even greater: in the first place, because they can exert their influence early in the child's life, at a time when wrong concep-

tions and approaches are not yet as fully developed and rigidly established. The advantage, secondly, of these forerunners of "real" school activity is in presenting a closer group relationship through common games and play as a contrast to the classroom situation which demands more isolated work from every pupil and restricts actual group activity. There is, however, a trend in modern education, to transform the "learning" school into a "working" school and to utilize the group situation more actively for the personal accomplishments of the individual child.

Even if group activities are increased through club work, strong family influences persist, upsetting and counteracting the wholesome influence of outside groups. Many children behave differently at home than they do among other children on the outside. Some get along with groups while at home they are almost intolerable. Others are very pleasant, obedient and cooperative at home, while in groups they disturb or remain isolated. Which "personality" is now the real one? There is no doubt that the child's behavior reflects his momentary attitude, his acceptance, or rejection of a particular situation. But which one reveals more about his social adjustment?

I do not hesitate to state that the behavior of the child in a group of well-adjusted youngsters is the best test of his actual social development. If he cannot participate and cooperate in an organized group, there is something fundamentally wrong, regardless of how wonderfully he behaves at home or of how satisfied with him the parents seem to be. On the other hand, if parents complain about the unruliness of a child at home, while he gets along nicely with his friends and is accepted by a controlled group, I would be inclined to believe there is nothing wrong with the child, but perhaps with his parents. In other words, the group situation is the best and most profound test of a child's social conception, of his entire personality and the effectiveness of his approach toward life problems.

In the general attempt to foster group life, a new medium of heretofore unknown effectiveness was uncovered: summer camps. Here children have a chance to live close to other children under organized and adequate group conditions. The camp idea derived from group activities which children developed for themselves: Boy Scouts, "Wandervoegel", and other groups can be considered the forerunners of summer camps. The idea was to bring children together to live under entirely different conditions than they experienced at home. When the summer-camp idea was first accepted it was more due to the tendency to give children recreation and outdoor activities during the summer months. The importance of the group situation was at first overlooked and is still today frequently disregarded. Pleasure and en-

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Why Have A Counselor?

By
Rosalind Cassidy

Editor's Note.—An address given by Dr. Rosalind Cassidy, at the Northern California Section of the Pacific Camping Association Counselor Training Conference April 13, 1940.

YOUR chairman has asked me to speak on the topic "Why Have A Counselor?" Before such a question can be answered another question must be asked: Why have a camp? I am therefore going to ask and try to answer these and two other questions:

Why have a camp?

Why have a counselor?

What must counselors know about children?

What must counselors know about themselves?

Why have a camp? It is necessary to ask this since it is obviously in reference to the objectives and values of the camp that the term counselor must be defined.

You know without my developing at any length the fact that there has been increasing emphasis on the educational reasons for camping. The movement is no longer thought of as a safe and convenient way of getting one's children occupied for the summer, as a way of helping them gain weight or make wholesome use of their out-of-school time. The summer camp is now being thought of as an important part of the life of a child, a means of growth—of education. When we ask, Why the summer camp? we now know that this rapidly growing movement has declared itself as an educational enterprise and has with this declaration taken on all the grave responsibilities and obligations of the educational experience.

I do not need to prove this statement, but I cite you the growing literature in the field: "Group Work in Camping" by Blumenthal; "Camping and Character" by Dimock and Hendry; "Camping and Guidance" by Osborne; "Integrating the Camp, Community and Social Work" by Carr, Valentine and Levy; "Creative Camping" by Lieberman, and so on through a list of sources emphasizing the educational focus of the camp program.

Why have a camp? The answer I have briefly presented is: "In order to give children an educational experience."

Now, if this is true, let us ask our original question, Why have a counselor? Why not have a teacher if this is just more education like we have in school—and you as camp counselors should ask "Are we

teachers?" and if so, how is this teaching like or unlike the brand we know in school.

Unfortunately for teaching and for teachers there has grown up a negative connotation to this word "teacher". It has all the association of autocratic direction of child activity. This was so when the developing field of guidance chose another word to emphasize the heart of their philosophy—the democratic process demanding a method which develops power and initiative *within the person* to make choices, set goals and move forward with self-direction. The name is that of counselor—a teacher, yes—but one who counsels, helps the individual see all aspects and sides of a question, even advises but never directs, commands or demands.

The old idea about the teacher was that he must know all about a *subject area* and teach that. The core idea in the use of the word "counselor" is that he must know all about *the child* and the environment in which he operates in order to wisely counsel—quite a different emphasis! Counselor also means *friend* and we know that one of the child's great needs is for an understanding older friend.

Will you, then, think of yourselves as *counselors*—persons who must know all about the children for whom you have taken leadership responsibility before you can possibly function in counseling them. When you do this, then you must ask, What must the counselor know about children? There are many things, of course, but one very important thing it seems to me is for counselors to know, to accept, the findings of modern research that point to the fact that, the individual and his environment are a unit—that the human being becomes human through its association with human beings, namely that the individual is made into a human being by interaction with his environment, culture, society, fellows—whatever way you wish to say it. Self and society are a unit and the individual person is patterned by the culture into which he is born. His interaction with it changes both.

One of the primary changes in educational thinking is based on the belief that human relations are basic to the development of the personality, that unsatisfactory human relationships turn the developing individual into compensatory ways of behaving and that such individuals take their revenge on their fel-

lows, thus society pays the penalty. This is obviously an oversimplified statement yet sociologists, psychologists, and biologists like Frank, Healy, Ogburn, Cannon, Plant and others have said:

"If you wish to bring up a generation who will not revenge itself on others and thus compensate for its own deprivations, then you must provide more love and affection for each child from the moment of its conception through to maturity. This is almost too simple to sound valid; it costs nothing; it is primarily the task of women, either married or unmarried, giving warmth and nurturing reassurance in human relationships."¹

This is also a very exciting concept; it puts into our hands, into the realm of possibility for achievement, the improvement of both the individual and the society in which he lives. We act upon the belief that the personality is affected by the cultural pattern and we agree that through changes in that pattern we have the easiest approach to changing personality. Plant says:

"Because the cultural pattern is made up of people, it seems inconceivable that they cannot mold it as they will—indeed, this growing personal realization of the dynamic influence which one is to have in determining the structure of the future pattern is perhaps the outstanding challenge to education and to the individual today."²

Another change in educational thinking giving this same encouragement is centered in the controversy of "Nature and Nurture". The recent two-part *Yearbook of the National Society for the Study of Education*, edited by Stoddard is at this moment taking either praise or blame, depending upon what view is accepted. Yet there is too much evidence on the side of nurture as a means of changing and developing intelligence to allow us to dismiss it. Freeman's study of twins and many others have set the I.Q. advocates to thinking.

My second emphasis is centered in the educational thinking about the human organism as dynamic and purposeful. This human organism is a system of energy in unstable equilibrium, the tensions set up to regain and maintain equilibrium are by that very fact purposeful. Human behavior is purposeful and goal-seeking. Purpose integrates; it is the great dynamic of living and learning. The organism acts as a total unit, thus learning is a process of the total organism.

If this is true two very significant implications are at once seen. First, as a leader you should be sure that purpose dominates the camper's activities. His interests should be explored and the method of problem-solving should be your cue in helping him grow

in the experience. His success in the field of his interests is essential for personal development. The camp counselor must size up as quickly as possible the interests and abilities of each child in his group and see that, even in the short camp period, he be given a chance to achieve some recognition in some area no matter how small that may seem in the total camp program.

Second, you should see all behavior as symptomatic—as a necessary expression of the child. He is not lazy, untidy, disobedient to camp rules and the like except as a way of expressing some personality need. You and I may not be wise enough to know what need is being expressed, but we are wise enough to note the behavior and to get aid from the camp director or specialists on the camp staff in dealing wisely with the problem.

My third emphasis concerns the change in thinking about the ends of education. We are in a period of conflict, of action and reaction in education today.

It is a contest of words and ideas between

The Traditionalists	vs	Progressives
The New Humanism	vs	Experimental Naturalism
Hutchins	vs	Dewey
St. Johns	vs	Sarah Lawrence
Education through the		Experience and integra-
hundred best books	or	gration of the individual

Camps have been progressive; when will they begin to feel this reactionary stifling swing back? If you are progressive you have accepted one essential change which is coming from using what we know of the human being as the point of reference for educational programs. We are thinking of the integrating of experiences as the means of integrating human beings. Your good camp program is a total ongoing experience. It is based on all we can discover of camper needs in the fullest and widest sense of this term. The camp program should not be scheduled classes, dominated by teachers who are teaching primarily skills, rather than personnel. The needs of the individual camper and of that individual within the camp group is always the point of reference for program making, for method, for evaluation of outcomes. Living and learning as a way of integrating the human organism is often more readily seen in camp than in school.

I have tried to say that it is essential for the camp counselor to know that:

Each child is unique and different from every other child and must be treated as such.

The individual and environment are a unit and must be understood and seen as such.

The self is made by the culture.

That satisfying human relations are at the very core of personality development and social behavior.

That the human organism is purposeful, goal-seeking.

(Continued on page 23)

¹ Cassidy, Rosalind, *New Directions in Physical Education*. New York: A. S. Barnes, 1938, p. 36.

² Plant, James E., *Personality and the Cultural Pattern*. New York: The Commonwealth Fund, 1937, p. 234.

"Getting Down To Fundamentals"

By

Hugo W. Wolter

Chairman, Convention Publicity

At the Eighteenth Annual Convention

Wardman-Park Hotel, Washington, D.C.

February 13, 14, 15, 1941

AFTER the invitation of the National Capital Section of the American Camping Association had been accepted, the Convention Committee began to cast about for a theme and ideas which would make the 1941 conference a conference which no person interested in camping could afford to miss. By pooling experiences, suggestions, and ideas the theme, "Getting Down to Fundamentals", gathered a nucleus of vital material which caused it to be chosen as the conference theme.

Why should we get down to fundamentals? Many camps have unintentionally missed the splendid opportunities they have had to acquaint their campers with a culture which knows a real self-sufficiency. The artificiality of our world and our daily activities lead to a tremendous dependency of the individual upon things which can so easily disappear. The person who has done things for himself, who has coped with nature with his own hands, who has faced the elements, and who has succeeded in living without the artificial aids of modern civilization, has learned a self-reliance and a basis of evaluation which makes living much more enjoyable. The joy of building a fire and cooking a meal may be considered primitive by some, but they are primary as well as primitive. Understanding the *natural* things in our world and acquaintance with them is the real basis of happy living. These can never disappear no matter how many new ideas, however valuable, we wish to have children learn. These can never disappear no matter how many bombs may shatter our present comfortable homes and business world. Scientifically and socially the basic laws of life must be the foundation upon which we are to build a better civilization. That is why the conference committee chose the

conference theme: "Getting Down to Fundamentals". We hope in this conference to help campers both young and old, to recapture the simple things which have made camping one of America's basic movements.

How can we get down to fundamentals? The conference is planned to give information. Camp leaders who are in immediate contact with campers will have an opportunity to see and to experience the primitive elements in life. Counselor groups will have a chance to learn about camp cookery and fire building, organization of hikes of one day and longer duration, making an overnight camp site comfortable and safe, planning canoe and horseback trips, equipping and using a simple first aid kit, using the project method or theme to stimulate initiative and imagination, packs and carrying devices, tents and shelters, nature stunts and innumerable other ideas and gadgets which make for a well-prepared leader. Opportunities will be given anyone who wishes to demonstrate his own pet ideas.

Experienced counselors and leaders who have a background of the fundamentals will have an opportunity to get information about and to discuss the camper himself, his background, his problems, his

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U. S. Supreme Court



THE CREATIVE APPROACH TO CRAFTS IN CAMP

THERE has been much loose use of the term "creative" in relation to art and to crafts. First, there prevailed the idea that the term "creative" indicated undirected experimental experience, which presented the same phenomenon as did the man who jumped on horseback and rode in all directions. Such so-called creative efforts resulted, except in the very young, in a general sense of failure and futility. The beginner nursery-school child, finds enjoyment in such activities and derives some general benefit from them, comparable to what results from the younger infant's vague attempts to reach for and to touch the bright beads, hanging before him. Such distorted movements, however, barely come under the heading of art or aesthetic experience, so, even though they contribute to the general welfare of the very young child, we shall not consider them here.

The second popular conception of the term "creative" applies to those arts not immediately useful. A painter-artist, for instance, explains that he does not do craft work, his is a more creative type of art, i.e., painting. Of course, there is no such clear-cut distinction. As Dr. Van Loon questions "why is it that our modern world insists upon drawing such a very sharp line of demarkation between the arts and crafts? In the days when the arts were really an integral part of people's daily lives, that line of demarkation did not exist. Nobody was aware of the

difference between the artist and the craftsman. As a matter of fact, the artist (if he were recognized as such) was merely a craftsman of exceptional ability." This ability implied rare perception and expression as well as mere technical skill.

In classifying the arts as creative and less creative, if we take music to be the most creative of all the arts, perhaps we can more clearly point out the direction of our thinking. From the numberless possible selections of sounds, the musician takes those which somehow express his personal experience. In this expression he abides by the mathematical laws of counterpoint, and consciously or unconsciously he may follow the traditional patterns of his race and nation, but the selections and arrangements are primarily his own. Space does not allow us to pursue this gradation of the arts from music to those crafts which offer less and less chance for personal expression. This indication is sufficient for our present discussion.

To return for a moment, however, to the thought of national influence on arts and crafts, we all, no doubt, remember a period when the term "creative design" seemed to cover mostly flowers and fruits, swirls and scrolls, which were the direct result of our contact with the Russian ballet and Frank Chizek's exhibits of his students' work. Often to the layman, a bird rendered in free flowing, and we will admit, a charming line, is thought to be creative, simply be-

Photo by Hughes, The Joy Camps



By
C.
Genevieve
Lawler

THE CAMPING MAGAZINE

cause it is not a literal photographic rendering of a bird. Actually it may be a bird that, to a Slovak, represents a creative national expression, but when copied by the American child, is not remotely connected with that personal experience and expression which is connoted by the term "creative". Some length has been devoted to this discussion because to initiate a creative craft program in a camp demands a clear understanding of the terms used.

It is a truism today that our fractionalized life leaves the average city and suburban child, incapable of discovering for himself, the aspects of the physical world around him, and of experimenting in ways of adjusting himself to it. At best, even the most progressive methods of education supply rather artificial opportunities for such experience and experiments. Organized camping stepped into the breach with the idea that, with more "living space", the child would automatically indulge in such activities as would overcome the unequal balance resulting from his civilized life.

In many respects, organized camping has attained its ends and has, indeed, influenced educational techniques and methods, but generally, in its crafts program, it has been remiss. Emphasis has been laid on the finished attainment of skill rather than on the progressive attaining of skill, the motivation of which arises in the child, and is nourished to full growth by his continued interest. John Dewey describes, in effect, the aesthetic experience as any and all experience which starts when the person involved wants to start, continues for as long as he wishes and ceases when he feels that the result of his activity is complete. This interpretation of the aesthetic experience, for which the average modern child and adult is pathetically starved, is of supreme importance in the organization of a craft program. Note that the artist himself (i.e. the camper) is to be the judge and the worker. He may present the results of his work; be it a hike pack, a mail basket for his cabin, or a marionette show, to an audience, for approval or disapproval, but to enjoy the full benefits of an aesthe-



Photo by Hughes, *The Joy Camps*

tic creative experience he must be the one to decide the point at which this presentation is made.

FACTORS—UNDERSTANDING WITH THE PARENT

These are not new thoughts for most camp directors and camp counselors, and other directors of crafts in organized recreation programs. However sincere were the professions of faith, good works have not followed, to any extent. The reason for this inability to put into practice what has become a general conviction among those responsible for the program is threefold: *First*, a misunderstanding on the part of the parent and consequent distortion of the child's interest; *second*, the lack of trained leadership for this kind of guidance among the counselors, and *third*, the lack of proper equipment for the successful pursuit of projects growing out of this type of program.

First, the parents of the campers have not understood the new aims and have been often remorselessly critical of the objects made within this kind of program. Their criticism, in turn, directed the subsequent activity of the child so that he asked for projects which were "sure-fire" successes, not because he was interested in them, but because he knew that they would evoke praise from his home folk.

Camp and progressive schools successfully operating creative programs, find that a thorough understanding with the parents regarding the immediate outcome of the child's activities, contributes vitally to their success. After the young workman has finished his project to his satisfaction, it is too late to explain to those who have paid the camping fee or who have made the sacrifice of foregoing his companionship. The camp staff expected this article to meet standards which we prefer to term "differ-

ent" rather than "lower" than those of adults, but after the article is completed, we repeat, it is too late to explain that it fulfills the counselors' anticipation. At this time, explanations of crudities and inaccuracies assume the air of alibis. Actually, the child's instinctive critical faculty is more sophisticated than the naively superficial taste of his elders and needs no apologist.

The child's aesthetic values are somewhat similar to those of primitive races. This does not mean, however, that his powers of execution are equal to the latter. The uninitiated parent must be led to understand that even if a Mexican lad of ten did carve this box which he brings forth for his own son to copy, the primitive artist, young as he was, had not only a long heritage of simple-phased art experience and life experience, more likely than not, unhampered by moving pictures, baseball games, and formal schooling, and was able to concentrate on wood-carving from the time that his small fingers could grasp a knife.

Most parents are eager, willing and intelligent in their discussion of their child. They will readily understand that a child working at a craft article under pressure of a parent's urgent ambition grows tense, and this strain actually defeats the very end towards which his fond mother is driving him. This tension results in poor craft, an unhappy, nervous child, and an utter failure of the work habits followed at the workshop, however good they may appear, to continue on, when the child has resumed his place in his home. Often a talented child is exploited in an effort to present a good exhibit or to meet the expectations of a proud parent. It is generally accepted that an unusually gifted child may, for a period, pursue one art, drop it and do another with equal enthusiasm, only in the end, to find his true life work in still another line. Any extreme pressure put upon him to specialize at an early age, unless he is a child genius, may result in a complete damming up of his creative abilities. This unwise encouragement may be given him by adult guidance towards doing the same thing over and over, or by securing for him popular applause. In the graphic and plastic arts, the result may be a premature stylization of his expression which will stand forever in the way of a more mature perception. For example, if he hits upon a cunning way of drawing a Scotty or of modeling a child, or of painting a flower, and is encouraged by popular appeal to repeat endlessly this "stunt", he will cease to observe dogs, and people, and flowers, and cut short his development as an artist.

We believe that any parent who sends his child to camp in order that his boy or girl may return healthier, happier, and a finer personality, will readily understand these arguments and will know what and

how to praise when the camper brings home the trophies of his work at the craft shop and in the art cabin.

COUNSELORS' EQUIPMENT

As the old-time circus performer did his most difficult feat with the greatest ease and the most spontaneous smile, only after a long period of intensive training and thorough conditioning, so the more natural and the more flexible a craft program in camp becomes, the greater must be the personal resources and technical equipment of the counselor. In order to obtain the benefits of the latter, the camp directors frequently appoint as their craft counselors expert craftsmen in specialized lines. The typical master craftsman is usually a person who finds satisfactions apart from social contacts. He, more or less, turns his back on the world, while bending over his workbench. The more engrossed in his craft, the less likely he is to be aware of, or interested in, the problems of others. At a glance, it is seen that this type does not fit into a modern organized camp program. Departmentalized crafts, as operate in many of our best camps, repeat the errors of our "compartment education." On the other hand, an indiscriminate appointment of a craft leader results equally disastrously. What then is there to do? First of all, if we are to use specialists they should be used as such: they should be brought in to the general craft program much as a medical specialist is brought into a case, that is for expert advice. Not only the formally schooled craftsman but those natural artists: Indians, Mexican, mountain and plainsmen, and others of our foreign-born population. These persons can be successfully brought into camp for short periods of from three to ten days and with the guidance of the permanent craft counselor, "the cruiser" or "personnel counselor", can contribute excellent material. It is best to have the counselors always present to act as interpreters, as it were, between the children and the expert and between the expert and the children. Where the expert would sacrifice the child, for the sake of perfection of, let us say, a marionette performance, the counselor steps in, as a firm advisor, pointing out, if necessary, the priority rights of the child over those of professional standards. Successful experiments have been carried on in this manner in certain camps, for the making of musical instruments which require, in order to function, the supervision of a trained ear; marionette construction and operation; basketry; dyeing; and blacksmithing. As every effort is to be encouraged that relates the camper to his immediate surroundings, materials which have a traditional use among natives of a locality, indicate the specialist and the craft desirable for each camp.

What should be the training of the craft counselor? His native equipment should include natural ingen-

uity, good coordination of muscle, and a general idea, either practical or theoretical, of the laws of mechanics. A young man or woman who is majoring in physics and chemistry, actually is a better potential craft counselor of the type to be used with specialists, than one who has acquired, through "art courses," a superficial skill in what an old New England craftsman once spoke of as "nasty neatness". A wide curiosity and an interest in the natural sciences is also indicated. For the craft program to function creatively, it must be guided by this counselor so that it dovetails into the whole camp program. Strange as it may seem, a facility for drawing, so often considered the first requisite of a craft counselor, may be detrimental. Too often this fatal facility makes him impatient with the crude efforts of a learner and tempts him to "touch up" the child's design here and there, until the work is neither the child's nor the counselor's. An abiding humility in the presence of the imponderable qualities of nature is perhaps as necessary a characteristic as any for the craft counselor who works, not only in the media of clay and leather and wood, but also and at the same time, in the delicate, sensitive medium of a child's growing personality.

ORGANIZATION AND EQUIPMENT

Assuming that we have the cooperation of our parents and have made a wise selection of our craft counselor, we are still confronted with the practical problems of organization and equipment. How is the craft cabin to operate in our program? How is it to function? Will there be stated periods for which each camper will sign up and work? Will the craft house be open at certain periods? Will it be a store house of tools and materials, reluctantly issued to the camper for activities outside of the craft house, or is it possible that assistance in all kinds of undertakings be made obtainable there: and that materials for various projects be made available?

How would one go about organizing a craft activity that would function in this manner? The personnel, location and policies of the camp, color the answer. It seems a pity that we have to use the word "craft" which connotes in so many minds, useful objects made by skilled individuals. If we are going to start with the child and his interest, we must overcome this bias to our thought. I wish we had some such compound word as the "help-us-do-it" house and could omit the word "craft" entirely.

The craft house might well be the natural harbor of the camp museum starting with specimens, as the point of departure. Minerals are first classified and mounted, and then tested for polish. A stone polishing-machine may be rigged up and we are on our way towards gem-cutting, mounting, and simple jewelry making. Note, that we have started with

materials brought in from the natural-science and hiking activities. Grasses and woods lend themselves to the same diverse treatment, branching off into basketry and wood-carving. Berries, flowers, barks, and leaves lend themselves likewise, not only to study but to uses that are invented with the need. Plants of various sorts may be used for blow-guns, darts, and wind instruments; and fibers may be used for weaving. Now, if the counselor goes out ahead of time or on his free day, collects the specimens, experiments with them, and brings the results to his campers, he has had the fun and only the dry husks remain for the children. The adventure of both discovery and invention must be saved for the camper.

Wherever possible, the craft article should have an immediate use in camp. Folders for the library, pamphlets, scrap books, binders for the camp hymns and poetry collections are but a few of the book-binding projects that fill everyday camp needs. Costumes for skits, stunts, and play-days are obvious opportunities. Accessories and decorations for field-days, track meets, regattas, water pageants, are openings for cooperative activity in design and color. Enrichment of equipment for archery, woodcraft, hiking, and camp cooking presents a chance for individual expression of ingenuity of design and color.

The phenomenon of children, up to and through adolescence, enjoying original and unconventional departures in costumes and adornment is well-known. Perhaps, you have a camp which does not lend itself to the whimsies of Robin Hood or to the Feathers of the Red Man. It is quite possible that our modern youngsters would prefer going around looking the part of their conception of Orson Welles' Men from Mars. Parties and banquets are commonplace occasions for creative efforts in fashion and decorations and yet, because, in an overloaded program the counselors and campers are too busy to think about them well in advance, at the last moment confetti and balloons, paper caps, and popping fortunes are imported from the nearest 10c store.

A wise director can actually save money on a creative program, and what private camp or organization camp does not need financial wisdom? A thorough exploration and exploitation of the camp's environment is definitely the starting point for all creative activity. Native materials have been touched upon. For costumes, we suggest lengths of cloth and a guidance towards using this cloth uncut in order to arouse the invention of the costume designer. The physical equipment, for a camp undertaking a creative craft program, would include above all ample and adjustable working space. A few stationary work benches, are required, to which the vice and anvil may be fastened, but in addition to these, there

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Let's Take A Hike

By

Mariann Marshall

JIMMY was thirteen and couldn't read. Benny ran away from camp because he "couldn't get along with the kids." Peter was a problem in school. Johnny wet the bed every night. Sally couldn't sleep because she thought of the war. Alice was nervous and screamed at other children. What should we do with these children with problems?

We could have scheduled conferences in our office and talked to these children but we would both have been formal and restrained. We'd have been two human beings with a wide span of years between us. We'd have been conscious of our talking and self-conscious about our hands and eyes and our feet. In the woods, on a hike, we would be just two people in the vast mystery of nature so we said to each child separately "Let's take a hike."

We kicked loose dirt as we walked or traced designs in the dust with our shoes. We chewed a blade of grass and burrowed our hands into our pockets as we watched a Canadian goose wing over the lake. Our voices seemed softer than they were indoors, our talking was easier, our smiles more frequent. We forgot to be self-conscious. We found it easier to be objective in our thinking. The comradeship of the out-of-doors bred confidence. We were fortunate indeed to be able to avail ourselves of this opportunity for we were camper and counselor and this was one of the special gifts which the camp could offer. Nature was our neighbor, and in camp we learned to make her our life-long friend.

Let us see what happens because of a few such hikes. Thirteen-year-old Jimmy had come to camp branded as a "school problem." He was much too old for his grade. He was constantly guilty of truancy and when he did go to school he was invariably tardy. In the school room he refused to read and showed no inclination to learn. The actual truth was that Jimmy couldn't read and in order to cover up his inability he pretended to be indifferent to all school work.

When he came to camp he was happy to find that much of his time could be spent out-of-doors. He wandered along the lake shore or tramped through the underbrush apparently content to ramble aimlessly. Knowing his inglorious school history the

counselor attempted to sound Jimmy out on his inadequacies but he was evasive and unresponsive. Finally the counselor suggested—let's take a hike!

Thereafter followed a series of hikes which resulted in a new Jimmy. His wanderings were no longer aimless ramblings. He had a keen sense of observation. He was a self-educated woodsman whose trained eyes saw many things which escaped the counselor's observation. Jimmy was far from stupid, except of course, when he was measured by book-learning. But no one had ever cared to know about Jimmy's mud-turtles, his rabbit trap, or the blind from which he watched the wild ducks alight on the lake. Now, however, there was a chance for give and take with an adult. He found the nests, the wild flowers, and the rabbit tracks. The counselor gathered additional information from books. Thus Jimmy's interest in the use of books was aroused and his feeling of inadequacy in reading compensated by his superior knowledge of woodcraft. As long as someone knew he wasn't stupid he was willing to forget the escape mechanisms of truancy and indifference and settle down honestly to begin to learn to read. His progress was not astounding but he did learn and his morale was strengthened immeasurably.

Benny ran away. His excuse was "I couldn't get along with the kids." So again we "took a hike." The cool of the woods was quieting. Benny is an artist and we searched the sky for subtle colorings and cloud effects. We were able to discuss "the kids" without their seeming too important. Benny began to see that running away from unpleasant situations offered a very inadequate solution. Leaving camp would also mean leaving these woods and the lake that he had drawn and painted so many times. He talked freely about himself and his troubles with the boys. Searching the sky for colors he forgot to be self-conscious or suspicious. Finally, he said "Let's forget what happened yesterday. I can do better."

Peter was the eternal clown. He was overgrown and not too intelligent. He had a speech defect and moved with a lumbering gate. The children laughed at him continuously and he constantly disturbed any group of which he was a part. We suggested a hike for Peter too. Away from the rest of the children

there was no incentive to clown. The counselor was too much interested in listening to bird calls, digging among the leaves for violets or examining skunk tracks to be impressed by human trivialities. Peter became curious too. We sat down under a tree. We dug up the soft earth with broken twigs and discovered tiny plant roots. We talked about flowers. Peter said they had big purple flowers—lilacs, at home. We began to talk about home. Peter said his father died last year of pneumonia. His mother worked all day. They didn't have much to eat. He used to steal little things. The men and boys at home called him "loco" because he was so big and talked like a baby. We talked about camp and the things Peter liked to do. They were not many because he hadn't yet learned to take himself seriously—and to insist, at times, that others do likewise.

Having found someone to whom he could talk, without clowning, Peter went on hikes every day. He joined group hikes. His size and strength gave him a degree of dominance in the group. At the counselor's suggestion he helped some of the little children when they began to lag. He helped keep the group together, watched the highway for cars, and saw the children safely across the road. He experienced the first satisfaction of leadership. He acquired a more serious attitude towards life and forgot his inadequacies in the light of his capabilities.

Johnny was an enuretic. He was nervous, perspired profusely, cried easily, was retarded academically, was underweight and failed to get along harmoniously with other children. He refused to go outdoors and seldom entered into games. Most of his time was spent in idle wandering, fighting or day-dreaming.

Johnny needed more than anything else, to feel that an adult had a special interest in him. He needed the security afforded by adult friendship. He needed to be assured that somebody cared so we took him for hikes too. Getting out-of-doors every day improved his physical condition and stimulated his appetite. He developed new interests in collecting stones, fishing, and finding birds' nests. Because he felt better he had more pleasant relationships with other children. His personal pride increased and with it his will-power. His bed stayed dry.

On one of our hikes we talked about Johnny's school work. The counselor asked if he would like a little extra help in reading since that was the source of his retardation. Johnny seemed grateful for the offer and we planned a conference for the following day. As a result of our conference we found where Johnny's interests lay, what he really wanted to know and what things he needed to learn in order that he might help himself. From then on planning was easy. Johnny made suggestions and the counselor followed his leads. Johnny had at last dis-

covered the real purpose of education—to help him to find himself.

Sally had dark circles under her eyes which she blamed on lack of sleep because she lay awake nights thinking of war. Sally was also taken on a hike—on many hikes. At first the counselor made no effort to talk. She let Sally pour forth all her fears and horrors along the way. The counselor's comments related to a flower she had picked, or a bird call she wanted to listen to, or a fish jumping up in the lake.

Gradually Sally became quiet as she realized that her stories were not being appreciated. Finally she asked, "Don't you worry about the war too?" The counselor asked if Sally thought anything could be gained by worry. Sally pondered the question for a few minutes and then emitted a negative response.

The counselor again began to call attention to things around them—thrilling discoveries of nature. Sally became absorbed. On the way back to camp the counselor suggested that it might be much more profitable—and pleasurable for Sally to think about how soon the polliwogs would lose their tails, what kind of plants they might bring in for the rockery—or where they might go on their next hike. Sally, like many people, found peace and comfort in the out-of-doors. On "our own" little hikes she found an opportunity to talk away her worries and to substitute wholesome interests.

Alice squirmed and jerked twenty-four hours a day and bickered constantly with other children. She definitely needed a measure of solitude. Alice was also invited to go on a hike. We walked and ran and skipped and jumped until she was too worn out to squirm. Then we sat down and talked things over. Alice said nobody liked her—not even the counselors. The counselor suggested that nobody liked to be yelled at—and no one liked a trouble-maker.

Indoors Alice would probably have stamped her foot, or slammed a door. Out in the woods there was no floor to stamp on—and no door to slam. She said nothing. She listened unemotionally to suggestions made by the counselor. For a time she said nothing, being completely absorbed in guiding a caterpillar along a crooked twig. "What makes his feet stick so tight?" she asked. The afternoon concluded with our collecting caterpillars and leaves. A hobby was discovered and Alice found great joy in building a cage, adding new specimens, finding food and writing simple stories about her pets. She spent more and more time out of doors. She had less free time in which to quarrel. Her nervous energy was directed into worthwhile activities. Alice had found herself on a hike.

And so the story might go on. Child after child finding new outlets, new interests, new inspiration,

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A COLLEGE CREATES A CAMP

For Its Counselors = in = Training

By

Esther Bristol

Pomona College, California

THIS is the story of how a camp counselor training course grew on a college campus. It is the story of how it now functions—still in the experimental stage, still experiencing successes and failures, and still struggling toward the goal of the development of better camp leaders, through a working democracy. It has experienced conflicts a-plenty; but strangely enough, out of these conflicts has developed a certain quality which, entirely unforeseen, has proved to be the very something which has made the whole experiment worthwhile.

It is not in any sense a model picture of the democratic process at work, but it will aim to show how one small group unwittingly has come a little closer to the democratic way of functioning. Over and over we hear "democracy in our government", "democracy in our schools", "democracy in our camps". How frequently do we actually participate in a truly democratic group, or witness it taking place? What is the essence of the democratic process? Might we say it is based upon the belief that each individual is a worthwhile person. Each individual has certain abilities, certain capacities, needs, and desires. A democratic process is an awareness of individual capacity and personality, and seeks to develop it to the maximum. Whenever democracy is functioning, there is a "give and take" going on, an exchange of ideas and knowledges; there is interaction between all individuals, from the highest power down to the lowliest member of the group.

This particular experiment began with its primary objective being the more adequate training of camp leaders. Later, realization came that more important things than the acquisition of skills and knowledges were taking place. Strangely enough, out of the very conflicts which at first served as stumbling blocks to the project, grew the development of a group spirit and feeling which verges toward the democratic ideal. Now our objectives have become two-fold: (1) to set up an adequate training course for camp leaders; (2) to attempt to make this training more adequate by exposing all members of the camp group to the experience of participating in a fairly democratic process. This will be an attempt to show how this

philosophy has applied itself through the establishment and growth of a college training course. It functions now, not in true democratic fashion, but as a step toward that higher type of leadership.

With the growth of camping and the demand for more adequate leadership, there came the request that we, a small liberal arts college, establish a counselor training course. Our problem was a real one. Training courses were being established in other institutions, and they seemed to follow a rather definite pattern. The average course offered two units of credit, was listed as a one-semester course, and consisted of lectures on camping theory. These classroom lectures were sometimes supplemented by a week-end at the mountains or beach, to put into practice the theory learned. But the very nature of a liberal arts institution precludes the accrediting of training courses. It seemed essential that a different type of course be worked out. Our thoughts turned toward our mountain cabin, owned by the women students. Why not set up a seven-day camp there, in a natural setting? Students then could experience camp life, learn camping skills, and be exposed to lectures and discussions concerning the theory of camping. Thus developed an early experiment in the workshop idea which has since become most useful in educational practice. So it was started; a small group of "camp-minded" individuals, donating food, services, and unbounded spirit and enthusiasm in an attempt to make this cooperative venture "go". The staff consisted of various authorities in the camping field located in this area, people who were willing to contribute their services and share their knowledges. The various stages in this growth were many. Suppose we skip over those arduous years to show the course as it is today.

Lack of recognition in the form of college credit for the work has accomplished several things. It moved us from the classroom to the mountain, and it also eliminated from the group all souls who might be more intent upon picking up two units of college credit than upon being good campers or counselors. The problem of lack of funds for obtaining leaders on our staff has driven us to using our own students

as leaders. Student staff for a college training camp? Yes—and it works! But it does not just happen; it takes four full months of planning and working together. These students must realize their function as leaders, must be able to see and feel the strength of a unified group, and know that the task of setting up a camp situation which will typify those qualities which a good camp must have, is not an easy one.

A college senior, psychology major, with a year of counseling experience in a camp, has made a hobby of nature. She has qualities of leadership, is unprofessionally interested in camping, and accepted the position of nature counselor on the staff. What do these four months of pre-camp training mean for her? First of all, she must improve her skills and knowledges in nature-lore by reading available material and by consulting authorities in the field at conferences and in local areas. She must develop a philosophy in regard to organizing a nature-lore program in a camp, and be familiar with methods and techniques essential to its accomplishment. She must present lesson plans and budget for the camp period, and demonstrate a practice lesson to the staff group—expecting critical suggestions as to content and techniques. But more important even than all this, she, as a member of the staff, assists in the planning of camp as a whole. When shall we have camp? Whom and how many shall we accept? How much shall we charge? These, and accompanying problems familiar to all administrators, are discussed and decided by the staff. The nature counselor is one member of the group.

There is also a counselor of campcraft, a counselor of handcraft, a counselor of music, and a counselor of campfire planning. The director is a member of the Physical Education staff, and the student-director a senior student whose function is to keep the wheels turning and well-oiled. The secretary and combination cook-dietician, comprise the remainder of the staff. Those who say "the people are not capable", should witness an untrained college student planning meals for a ten-day camp, buying the food, transporting the food to a mountain cabin eighty miles distant, cooking it (with the help of two part time assistants), and serving it *on time* to a group of thirty-five ravenous campers! The meals meet all standards of quality and quantity, are nicely served, and are managed on a budget of approximately forty-five cents per person per day.

This has happened only after months of planning and figuring—in the light of the whole camp, and the whole camp program as it evolves. Staff meetings are held once a week for the entire Spring semester. The first essential to every meeting is that the whole staff—nine members, be able to attend. Sometimes our meetings are held at odd times and in strange places,—because college life has many demands. But even

a meeting late at night isn't so bad if we can get into pajamas and bathrobes, gather around a fire in one of the recreation halls, and have tea and cookies. A gradual development of one-ness of purpose and objective can not be overlooked. The group begins to function as a group—each member with her own interests, responsibilities, and background; each sharing and having an important place in this planning group. Is this democracy at work? Certainly there is equal sharing—and an attempt to maximum usage of individual resources.

What type of program has evolved? What pattern has this training camp acquired? Various administrative details are determined by the staff. Camp this year will last ten days, beginning in June—the day after Commencement. Only women attending our own college may attend; tuition fee is set at \$15. All problems of budgeting, programming, and publicity are thoroughly thought through and investigated. The program has grown out of two specific objectives: (1) to set up an adequate training course; (2) to set up a camp which will offer those who are present an enjoyable and worthwhile camp experience. In order to function as an adequate training course, what should a program offer? Certainly (1) specialized craft skills—an opportunity to improve individual skills, and to acquire the techniques of teaching them; (2) an opportunity to participate in varied skills, to be familiar with the philosophy behind each, and know its relation to the whole camp program; (3) a knowledge of the theory and philosophy of the camping movement—by means of lectures and discussions; and ideally (4) an opportunity to live together as a member of a group, in a controlled situation. With this in mind, our program develops. Daily theory meetings, craft-instruction periods, plus the usual round of camp activities and special recreational events working themselves into the schedule. Each day finds hours set aside for working together through exchange of ideas and techniques in discussion groups and craft classes. Effort is made to balance the too-theoretical or academic approach by the setting up of camp life as normally as such a situation permits. Campers and counselors together work out details of camp activities. The camp-craft group stages a bean-hole supper wherein the whole camp participates; or the nature group sends us on a scavenger hunt which takes us all into new spots looking for blue-eyed grass and pussy-willows. The pattern for the program remains fairly constant from year to year, but there is tremendous change in activities, depending upon needs and desires of the changing groups.

What about the "campers" in this training camp? How can they share in this "give and take" which the staff members have established among themselves?

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HORSEMANSHIP IN THE HIGH ROCKIES

ONE July morning down by the stables at the Perry-Mansfield Camp, high on the western slope of the Divide in the Colorado Rockies, some blue-jeaned neophytes were eagerly saddling up for their first trail ride. A warm sun tempered the crispness of the mountain air and in the distance the cloud-shadowed peaks of the high country seemed to touch the sky.

"May we please ride to Christmas Tree Lane?" begged a youngster in a 5-gallon hat as she slipped the halter off her sorrel.

"Marty says the sheep trail to Copper Ridge is super," chimed in a brown-eyed beauty decked out in a gaudy shirt that would have been the envy of any cowpuncher.

"Shannon", replied the Head of Trail and Pack Trips, "I think we'd better try the Cow Camp Trail. But you'll like that. It's very lovely and we may find columbine and gentian near the falls.

"Put the headband over Snip's left ear first, Sally," she went on hastily. "And all of you, be sure that your saddle blankets are not wrinkled."

Photos—Perry-Mansfield Camps



While this was going on, over by the hitching rack an envied group of "old hands" was busily preparing for a three-day pack-trip up over mesas carpeted with flowers and through tall timber to the top of the Divide. Above timberline they would ride past snow-bordered Alpine meadows reaching Luna Lake campsite in time for a trout supper.

"Don't forget the maps, Lindy," warned Jack as he checked the outfit.

Lindy, who'd just finished throwing a double diamond with a dexterity astonishing in a North Shore deb, assured him that those im-

THE CAMPING MAGAZINE

By
Lillian
von Qualen

Perry-Mansfield

Camps



Photos—Perry-Mansfield Camps

portant items of equipment were safely tucked away in her saddle bag. Then she announced:

"This pack is as non-slip as I can make it. Now if Crooked Wash will only keep his waistline blown up. . . ."

When the pack-horses were ready and all were mounted the adventurers started gaily off toward the gate and Buffalo Pass.

"Bring me a mountain lion," a child with flaxen pig-tails called after them.

"If Frowsy turns up we'll send him back," was the parting shot of an imp in frontier breeches. It was Frowsy who, on a trip to Martha, had taken French leave and started for home.

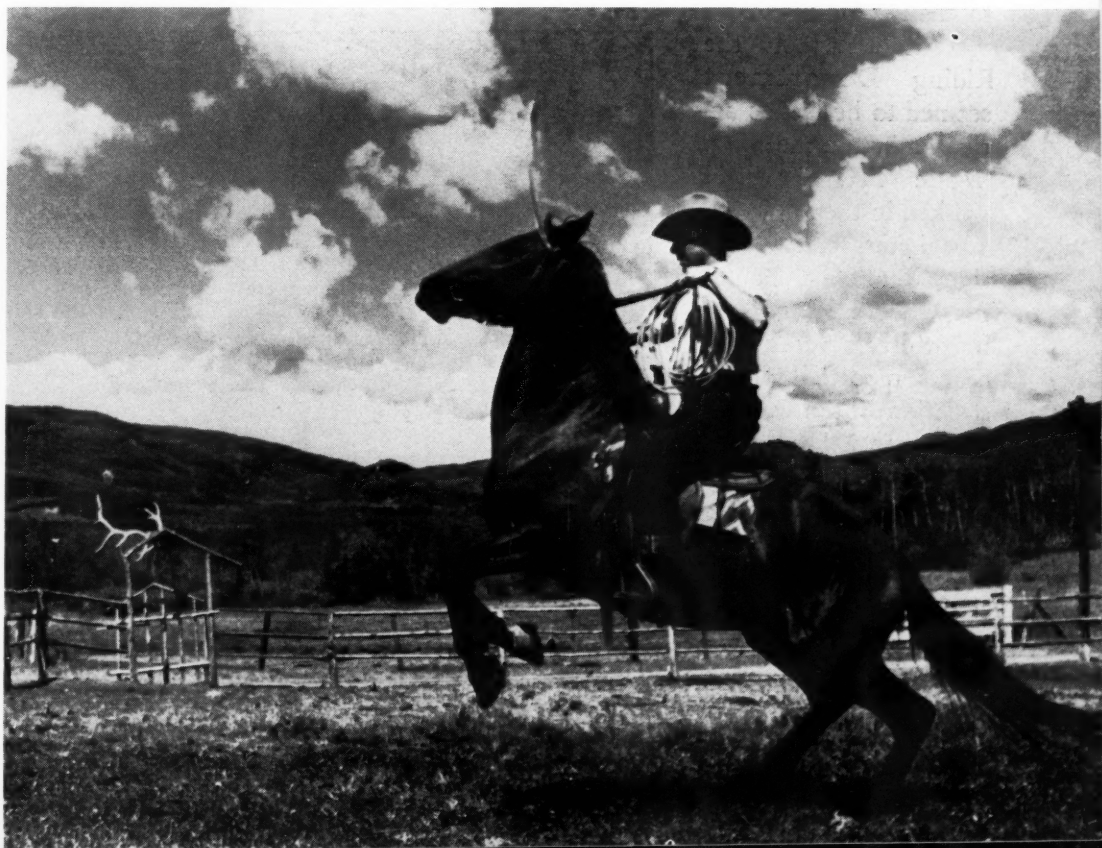
Photos—Perry-Mansfield Camps

In the meantime, over at the ring, a Montana ranch owner was schooling a palomino and the Horse Show Team was working out under the supervision of Frank Carroll, who directs all the riding activities. The previous November they'd placed second in the team class in the National at the Garden and this achievement had spurred them on to frequent and earnest practise.

By eleven-thirty the members of the Horsemanship Training

Course had gathered for the daily lecture in their outdoor classroom—aspen-shaded and near a brook that rippled pleasantly between iris-bordered banks. After some points on aids had been cleared up, Mr. Carroll went on to discuss the care of the horse, pausing frequently to answer questions.

"You must consider all weather conditions," he counseled. "If you come in around six in this country it is getting colder rapidly and so it's a good plan to walk your horse in hand a few minutes and rub him down a bit before turning him loose. Give him a small feed of hay before sundown and an hour or





Photos—Perry-Mansfield Camps

two later give him oats and turn him out.”

The lesson ended with suggestions regarding the proper adjustment of tack. A few lingered to ask Mr. Carroll further questions; the rest closed their notebooks and went off to change for lunch.

That afternoon the Riding Department seemed to be just as active as in the morning. While Mr. Carroll worked in the ring with a beginners' class a trail ride went out, bound for Gnome Ridge. At four-thirty several easterners reported for instruction in the western seat; then a hunt team practised on the outside jumping course while two teams played several chukkers of polo. Around sunset, when meadow and upland were bathed in an amethyst glow, a merry

party started off on a supper ride to Fish Creek Falls.

All this would seem indicative of the fact that at this ranch camp in the High Rockies practically everyone is a riding fan. This is so, no doubt, because of the expert direction, the custom and character of the surrounding country and the consideration by the owners of the campers' varying riding desires. Provision is made for those who want to ride just for fun, with a minimum of instruction; for others who, in addition to riding for recreation wish to improve their horsemanship, and for still others who wish to do intensive work in order to qualify as riding instructors.

Those who prefer to ride primarily to enjoy the country and for comradeship in the saddle delight in the sunrise breakfasts, supper rides and all-day trips to blue-green timberline likes. Many take the pack-trips up to the Sawtooth Range, the Flattops and the Big Game Country and the exploration-minded go on expeditions down into the remote canyons of the Yampa and Green Rivers.

The majority of campers take advantage of the opportunities for instruction and are keenly interested in increasing their knowledge and skill. In both the mid-season Gymkhana and the annual August Horse Show there are events and classes for beginners as well as for more experienced riders. Classes in the most recent Horse Show, which were open to all campers, included Horsemanship—Western Style, Bareback, Park and Hunting Seats. There

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Photos—Perry-Mansfield Camps



Plastic Clay During Camping Days

By
Charles R. Scott

PLASTIC CLAY

"I took a piece of plastic clay
And idly fashioned it one day;
And as my fingers pressed it still
It bent and yielded to my will.

"I came again when days were past,
The bit of clay was hard at last,
My early impress still it bore,
And I could change its form no more.

"You took a piece of living clay
And gently formed it day by day,
And moulded with your power and art
A young boy's soft and yielding heart.

"You come again when years are gone,
It is a man you look upon;
Your early impress still he bore,
And you can change him never more."

—Author Unknown

STANDING one day in a little pottery shop in a far Eastern City we watched with interest an oriental workman take a lump of clay, place it upon a crude wheel and gradually under his gentle touch, fashioned a beautiful bowl. Several times during the process some foreign substance in the clay did not yield, but patiently the potter worked, keeping his eye on the model and finally was rewarded with a vessel fit for the master's use.

As we watched the potter we could not help but contrast this artisan with those dealing each day with plastic youth. Parents, teachers, camp counselors, workers with boys and girls must be just as skillful, just as patient, and must constantly keep in mind the pattern of the Great Workman.

We little realize our influence as we live day by day with boys and girls during habit-forming years, so susceptible are they to impressions that are lasting. Lives are moulded and shaped by our influence whether we seek to do so or not—this thought has been driven home many times as young people have related experiences in their earlier youth that made impressions, of which we were little conscious at the time.

Dr. Henry Van Dyke stated, "If I can teach boys

Reminiscences by the First President of the Camp Directors Association of America

to study and play together freely and with fairness to one another, I shall make men fit to live and work in society".

To prove this statement let us consider together a few experiences culled from years of close contact with boys in a summer camp.

THE DIRTY DOZEN

One year a group of boys attended camp and in a few days became fast friends, and organized what they called the "Dirty Dozen". They were fine fellows coming from respectable homes, but were at an age when they were full of life and resented rules and regulations. As they were leaders in athletics and aquatics they had to be controlled or the camp would suffer because the younger boys looked up to them as heroes. To guide these boys required common-sense handling and we knew from experience that if we could get these fellows working together on a common task it would mean the mastery of the situation.

One counselor seemed to be nearer to the group than others so his interest was enlisted. In a tactful way he said to a couple of the leading boys that he heard the Camp Director mention that he wished one of the trails improved so as to make it safer for the younger boys and that he would like to do it if he could get a little help. These boys responded at once and then the leader suggested that they go and ask if they could do it. You know how they were received and after the Director had expressed appreciation for their fine spirit, the fellows started in with pick, shovel and wheelbarrow.

Soon the other members of the gang joined forces and for three days in the hot sun the "Dirty Dozen" worked. From time to time the Director or one of his associates encouraged them with words of cheer.

(Continued on page 26)

Adding Our Bit to the Sea of Words . . .

Editorial

"The theme of the Convention was democracy", begins the returning delegate, in reporting to his home group—a snicker runs through the audience.

"Our speaker's subject tonight is 'Democracy in Camping'," announces the chairman of the meeting—and obvious yawns are seen about the room.

"What we need is more democracy in camping", remarks the director in casual conversation—and his companion turns away with "Yes, of course."

What are the implications of these incidents?

As a discussion subject democracy is obviously in ill favor. And at a time in history when it is the most pertinent subject that could be raised for discussion.

And well it might be in ill favor—considering the vast amount of involved, meaningless wordage that the past year has spun off in the name of democracy! It would misjudge the profession inexcusably to assume that this attitude reflects any lack of devotion to democracy as a philosophy of government or as a way of living. There is no need for an evangelistic appeal for a renewal of faith in democracy—that faith is already renewed. Instead, the attitude reflects a boredom resulting from too much ponderous talk.

The German youth coming to this country before the war stated his ideology fluently, fervently, dogmatically. So with the youth from Italy—and Russia. As compared to these our American young people lack any positive statement of their democratic liberalism that enables them to put the case for democracy in an affirmative, convincing manner. European youth *know* what they stand for . . . our American youth somehow can't put it into words. When we consider the confusion in the minds of many of us as to just what democracy in camping might be, it appears that our young people are not alone in this. Unable to state the case for the democratic camp clearly and concisely, we resort to endless involved discussion. The result is increased confusion, rather than clarity; increased boredom, rather than inspiration.

Those of us who believe in democratic camping are confronted with the obligation of interpreting it more vividly and understandably. We need to think the matter through anew . . . to clarify our own thinking . . . to rescue this vital issue from the sea of wordage in which it is now floundering.

There is no dodging the fact that there is an intangible quality about the concept of democracy that makes it a little difficult of expression. In this respect it is no different than any other philosophical concept. The plain fact is that, fundamentally, democracy is not a way or a method of doing things in camp

that can be described in a word or two, but rather, it is an attitude of mind. There is no point in describing the implements of democracy if the director does not possess the democratic attitude—for he will immediately dismiss the means as impractical. And if he does possess the attitude, the proper means will follow as naturally as night follows the day.

The hope for democracy in camping, therefore, rests in interpreting this attitude of mind, in helping practical workers to develop a democratic way of looking at things.

What is the nature of this attitude? *It is a thorough-going, sincere respect for people. A regard for people that holds them as of more importance than rules and regulations, than equipment, than profits. It is more than this: it is a desire to be instrumental in the growth of people, all people—campers, counselors, and hired help.*

That seems simple and reasonable enough, and even an autocratic director will feel that he possesses it. But does he possess it strongly enough to guide his conduct in every trying situation that arises?

Let us take one example from the countless possibilities: A counselor breaks some tradition governing the conduct of the counselors' staff. In short, a rule has been broken. To the autocratic director the rules are all-important. Indeed, they seem to be ends in themselves. He meets this counselor with harshness, biting remarks, stinging rebukes, perhaps severe punishment. To the democratic director, the person is all-important. He meets this situation with sympathy, understanding, guidance—with a desire to help the counselor grow. To one the rules are all-important and the counselor incidental, to the other the individual is all-important, the rules incidental.

Apply this principle to every type of problem arising in camp and we begin to see the difference between the autocratic and democratic camp. Apply it to the handling of staff meetings, with the director holding a sincere respect for each counselor, his wishes and his opinions. Apply it to the camper who is chronically slow in cleaning up his cabin. Apply it to determining whether the campers shall participate in compulsory or optional activities, etc., etc.

It is high time for democracy to take the offensive. It is high time for you and me to take the offensive for democracy in camping. Let's talk less about it and think more. And having thought, let's start making democracy function in American camping.

That is our part of the task of arming American democracy.

College Camp

(Continued from page 15)

What is the camper's relation to the staff, and how can she in any way contribute to a training program? If the democratic process is to meet its real test, here is where it must prove its worth, by means of recognition of the value of each member within the group.

Take the case of one camper. She is a Sophomore student, lacking in strong leadership qualities, but with a background of many years' experience as a camper, and possessing highly developed skills in campcraft. The campcraft counselor is a strong leader with outstanding personality and high vitality. Her campcraft skills are comparatively weak. How is she, as counselor, to offer anything in the way of camp craft techniques to this camper who is so highly skilled? What could happen? What did happen was a marvelous exchange of powers and abilities between these two individuals. The counselor learned additional skills from the camper, was aware of the situation and eager to acquire what she could in the way of techniques from the camper, and yet continue to function as a leader of the group. What could she give the camper? Techniques in the teaching of these skills to others within the group, added confidence in her abilities, and methods in group leadership. This experience proved doubly enriching to each but only because the leader was ready and willing to learn from the camper, and in turn to help the camper in the area where that help was most needed.

And then we have the camper who is eager and enthusiastic to learn, but has no experience whatever in camp life. She may after several years develop into a potential counselor; she may never have an opportunity to put into use the specific training which she is receiving. What does she have to offer the camp, and what in turn, can the camp offer her? She has enthusiasm and interest. Her very persistence in continuing to smell pine trees until she *does* find one that smells like vanilla, is a definite stimulus to a group in nature-lore which may have become too satisfied and blasé about their own knowledges. A camper of this type may offer much in spirit and ardor to a craft group—or to camp life as a whole. The camp should be able to offer her knowledges, skills, and a taste of the joys of camp life.

Each person comes to feel that she is a vital part of the camp group. And no one person is so superior that she cannot learn something of value from the other. That is what we have found out in this training experiment. The director is learning constantly; one day she learns how to make a turk's head for her lanyard, and it is a camper who taught her. The next day, another camper tells her of a particularly



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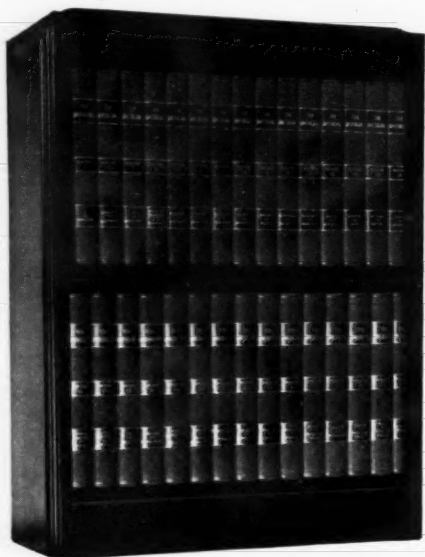


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excellent type of Sunday service used successfully in a certain camp. Through this interexchange between counselor, camper and director, a goodly number of resources are—or should be, tapped by the end of the ten-day period. What is there to offer in year-to-year growth, within such a training camp? May campers and counselors return? Yes, and they frequently do. Campers often return to acquire added skills in crafts in which they were unable to participate before, and to repeat an enjoyable experience. Counselors return because they find there is growth in the experience each year, as the personnel of the group changes.

One year an exceedingly "green" camper was a member of the group; her camp knowledge was meagre, but she was interested, had a keen mind, and possessed qualities which soon led her toward leadership within various groups. She attended the handcraft class and did very satisfactory work. The next year she accepted the position on the staff as handcraft counselor, and proved an excellent leader. The next year, she functioned as student-director of the staff. Her one year's experience as a member of the staff plus her personal attributes qualified her to serve as director of the group. Growth in experience and in knowledge takes place. From the viewpoint of a democratic experience a situation never repeats itself, for always it is influenced by human factors

which are never constant. A training course of this type has much to offer from year to year as a growing experience.

How may we evaluate this training? Campers and counselors both acquire added skills, there is no doubt; for the highly skilled person, perhaps there is insufficient assistance. Whether they will it or not, all members become exposed to the theoretical knowledge of camping; how they use it, or whether they wish to apply it, is up to them. Camper reactions to counselors of their own age group may best be quoted in the words of one: "I like the idea of having counselors nearer our own age. We can learn from their mistakes, and they can understand our problems as we start on the trail toward counseling, better than older counselors." Ironically, the staff group, the group of nine which is offering the training, is the group actually profiting most by the training being given. They have an opportunity to work together in a closely democratic fashion. They set up a camp, attempt to steer it and keep it on its course, and then evaluate the results with eyes wide open. What was good? What was bad? Where did we fail? How could we improve? And most important of all, how close are we coming to the working of a democratic process? Here lie our greatest weaknesses. The training course is open only to women, to students of Pomona College, to those who are

able to pay a fifteen dollar fee. Is that true democracy? Is the selective method of choosing staff leaders a democratic process? I think not. What are the implications of such an experiment? May I repeat—this is in no sense a model picture of how counselors should be trained. It shows how one institution in its small way has attempted to train prospective camp leaders. It has many weaknesses, and has made many errors. Ten days, even ten concentrated days, is too short a time even to pretend to train a person adequately for any type of leadership. But we have made a start. If the function of the leader is to "define, stimulate, and crystallize the desires of the group", she must learn how to share with members of the group in an effort to realize these purposes. To those who are to be leaders in this country, whether it be as leader of a camp, leader of a school, or leader of a state, an experience in sharing democratically is important. After such an experience, one has more faith in people, in the chances of a democratic camp, and a democratic educational system.

Colleges are facing a challenge from the camping world. The cry is for better leaders, for well-trained leadership. We must guard ourselves from becoming too theoretical about our camping. Here, in the training of camp leaders, is a superior opportunity to break away from the four walls of the classroom. Go to the outdoors where camping is felt and experienced! Practically all institutions own cabins at mountains or beach; why not use them as laboratories? And why not use capable students to their full capacity of leadership? Allow them to taste leadership in a small controlled group, to know the thrill of seeing a camp grow, and to learn the principles of democratic leadership by practicing them. The future of camping depends upon its leaders. It is a challenge and a responsibility. Let us experiment further and help give to camps the quality of leadership which they rightfully deserve!

Why Have a Counselor?

(Continued from page 6)

That behavior is symptomatic of individual needs.

That educational programs must use as their point of reference the needs of the individual child.

Now what must counselors know about themselves? First: they must accept the old adage now proved by psychology, "Actions speak louder than words"—a terrifying but true fact and one, that if you don't wish to accept, you had better give up camp counseling work at once. Your example, in courage, good temper, health practices, enthusiasm, democratic tolerance and the like are learned by the children who live and work and play with you in the process of seeing how those values function in your

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behavior, not in the fine lectures you deliver on the subject.

Prescott's book, *Emotion and the Educative Process* has much to teach us about the feeling tone in human relationships that either hamper or encourage learning. Search yourself to find out how you really *feel* about children. If you gush over them or wish they would all be quiet and well-behaved you had better stay away from camp work. You must respect and care about each child as a person and he must feel this trust in you, if real counseling is to take place.

The word "empathy" is a good one for counselors to define. It is somewhat allied to sympathy but really means more. It means putting yourself in the other fellow's place. This is good practice whether you are dealing with the camper, the cook or the camp director.

One final word about maturity. Can you see the *total* camp enterprise and fit your activity and loyalties into what is best for all, or do you have to be the center and "show-off" in order to yourself feel adequate. Do you have to be the center of the stage, getting all the experience or are you able to develop growth through participation on the part of the campers. Are they under your leadership becoming increasingly more able to direct and manage themselves?

Crafts

(Continued from page 11)

should be numerous carpenter horses of various heights to take care of the different sized workers; smooth planks that can be laid over these to make long tables at which cooperative projects may be accomplished; stools and benches also adjusted to the physical growth of the campers; plenty of light, and, wherever possible, accommodations to work out-of-doors. Navajo looms, and simple foot looms that are threaded by the campers themselves, spinning wheels, carders, crack reels, dye vats, a safe place to boil dye—these constitute our equipment for experiments in weaving. Well-balanced hammers with flat heads and of various weights to suit the muscle development of the small builders, not one, not two, but a number sufficient that when a child wants to build a bench for his cabin, he may obtain a hammer sometime within the period at which his enthusiasm is at fever heat; coarse and fine files for metal and wood, rasps, wire-cutters, pliers, wrenches, rip and cross-cut saws, and the small key-hole saw which is well-adapted to the physically underdeveloped child whose mental development sets him about building articles rather too difficult; nails of all sizes, so that when a camper builds his special treasure chest he does not split the sides; screws, so that he may learn how often it is a screw one needs and not a nail; twine and cord and rope for these strange contraptions which the campers concoct with the sweat of their brows, and much joy, even though their ultimate use is as far-fetched as Rube Goldberg's inventions. Then there are sand-bags for bumping metals, torches for soldering, water-soluble paints and plenty of brushes, shellac and alcohol, pumice, and various abrasives, home-made paste, a glue and a good glue pot, rulers, squares, levels, grind and whet stones. These tools are meant for girls also, as the modern girl camper has many urges to build and experiment just as does her brother.

What part does our counselor play among all this equipment? He indicates which is the best tool to use, some of the best ways of using it, and the danger involved in its use; he calls attention to the responsibility that follows in the wake of the freedom to use good tools. It has been our experience that children respond with great pride to such an appeal to their sense of responsibility. Progressively difficult and dangerous tools are given out as a reward for care and judgment in using the more simple implements. Exploration is made in various solvents and the care of brushes that have been used, water paint, linseed oil paint, lacquer, etc. Committees are elected to care for the tools, collect them or remind campers to return them to their proper places. The final check and

collecting, of course, is the responsibility of the counselor. Out of the care and correct use of a good tool will come good work.

The methods of necessity briefly presented in this article, have been tested over a long period of years. The children working under this kind of supervision entered civic and national competitions in arts and crafts, drawing and painting, through their association with schools or other organizations. That their standards had not been lowered by our creative approach, was proven by the fact that, again and again, they won high places in open competition, judged by juries of conventional character. We do not approve of such competition but this fact is mentioned to prove that a child who has been given an opportunity to explore and to experiment and to express himself is well-equipped to cope with situations outside of the camp and studio.

In order to have flexible supplies, a general fee, for craft participation, is advisable. This is either included in the camp fee, or enumerated as a special, moderate fee. Since in a creative craft program, there is almost universal participation, either direct or indirect, every child is to be assessed. Returns in character, happiness and health will more than balance the small amount spent for the few materials not obtainable around camp.

In conclusion, to recapitulate, to succeed in this none-too-easy undertaking, there should be a thorough understanding between the camp director, the camp counselors, and the patrons of the camp; the counselor heading the crafts should be well equipped by nature and training for the job; specialists should be brought into the program with care and forethought; the equipment should be suited to wide interests and varied levels of skills; finally, the patient cooperation of the entire staff and the director with the adventurous departure into fresh fields of learning, is invaluable. Success is desirable and important, but the mutual understanding and affection, the tolerance and respect, that grow out of experimental effort, whether it leads to glory or to sad failure, are firm foundations upon which to build a camp democracy. And there will be failure! No creative approach to life or to art leads inevitably to success—where the "letter" (or the craft kit directions) is followed, with blind obedience, the "spirit" dies. No Frankenstein of meaningless jargon, or fuzzy thoughts can survive the trial by torch, saw and hammer, in the hands of the young artist and artisan. As one enthusiast put it, "You choose what you want to do, you make your own plans and pattern, you do your own measuring, you get a lot of help, but you do your own work; if it's good—you really did it, if it isn't, well, you just can't 'get by' with anything, *you find out for yourself!*"

CAMP TOILET SANITATION

By

C. W. Blakeslee

Chief of Maintenance, Westchester County Recreation Camp
Croton Point, New York

OF ALL factors influencing the general health of a summer camp probably no single item is of greater importance than the method of disposing of human excreta. The sanitation and general care of the toilet facilities connected with many summer camps is often delegated to an individual who has been employed for the maintenance work which is associated with the camp. Usually this employee accepts his task willingly but is not entirely familiar with the proper techniques, methods and accepted standards of camp sanitation and because of this rather serious handicap, largely due to lack of experience, the program of toilet sanitation suffers. Toilet sanitation is one of the most important phases of camp maintenance and because of its importance, dictates the most careful attention that may be accorded it in terms of adequate sanitation, cleanliness and the suppression of undesirable odors which are always attendant.

The purpose of any sanitation activity is cleanliness. Satisfactory cleanliness may be maintained on a high level throughout the camp season by the following:

1. Daily washing and scrubbing of the toilet interior with water to which a disinfectant or deodorant has been added.
2. Daily washing and flushing of urinals.
3. Generous use of chloride of lime after cleaning.
4. Periodic agitation of tank waste materials.
5. A regular service program or schedule.
6. Drainage of tanks at pre-determined periods.
7. Frequent inspections.
8. Proper upkeep of the building proper including doors, screens, vents, seat covers, etc.

The technique and standards of adequate sanitation which follow are the

result of a comprehensive survey of a large number of states in an effort to determine the best methods and practices employed. Although the survey failed to reveal any particular "best" method of toilet care it did indicate general practices which may be applied to any camp to meet satisfactorily the most rigid inspection by the health authorities under whose jurisdiction the examination of camp health standards are placed.

FLUSH TOILETS.—The care of flush toilets becomes a very simple task for the person in charge of this phase of maintenance. Weekly washing of the seat and bowl will suffice to maintain this type of toilet proper in a most satisfactory condition. Most camps however are not equipped with this type of toilet but with one or more of the following types.

1. Earth-pit privy.
2. Septic privy.
3. Chemical tank-type toilet.

EARTH-PIT PRIVY.—A really sanitary pit privy differs very much from the common type found in so many rural districts. To obtain a privy that is really sanitary we have to insist on but one thing—that it must be so constructed that nothing can gain entrance to the pit except the waste which it was built to receive. This is the one essential to any sanitary privy.

If a fixed pit or vault is employed the best treatment is to cover the daily deposits with a layer of chlorinated lime, ashes or dry earth. This covering will absorb much of the moisture thus eliminating a large part of the odor which is so common to this type of toilet. The building must be maintained in the proper manner, the seats kept covered, the pit vented, the door closed or screened and the interior washed

frequently. Small quantities of a deodorant deposited in the corners inside the building will aid further sanitation. Fly-paper hung inside the building will catch flies which may have gained entrance during the short intervals the door may have been open. When the contents of the toilet pit nears the top it must be cleaned out and the waste material buried or the structure must be moved over a new pit, the former one having been filled with earth for a depth of at least two feet. This type of toilet is entirely satisfactory for camps which cannot install other types providing they can be properly maintained on a high level of sanitation and so located that the drainage will not contaminate the water supply.

THE SEPTIC PRIVY.—The principles involved in this design are not new. They are the same as those utilized in a septic tank, namely, settling and decaying. The application of the septic tank principles to the privy was recognized thirty years ago by three physicians of the United States Public Health Service—Doctors Lumsden, Roberts and Stiles and this type has been known as the L.R.S. privy, from the initials of their names. The privy building is constructed over a tight tank usually made of concrete. After the tank is filled to a depth equivalent to 35 gallons per seat, two buckets of water should be added daily. Occasionally it is necessary to push down the surface scum to promote bacterial action at a more rapid rate. No disinfectants should be used as these interfere with the bacterial action and digestion. Kerosene or other oil may be added to prevent mosquitoes from breeding. Only toilet tissue should be used and care taken not to deposit into the pit any material of a nature that might interfere with draining. Periodic agitation is important with this type of toilet. The tanks are so designed that by opening an outlet they may be completely drained and cleaned. Care should be exercised at this point that the drain outlet does not become clogged by a surplus of solid material or by stones, sticks, etc. A clogged drain pipe complicates the work of servicing this type of toilet and often much valuable time is wasted trying to free the drain. To prevent the possibility of clogging, a 1" x 2" stick of

(Continued on page 28)

YOUNG WOMAN, junior in college, enrolled in curriculum of art education, wishes to counsel arts and crafts. Can edit camp newspaper, also assist with scene design and construction, costumes, lighting and makeup and direct pageants. Box No. 141, The Camping Magazine, Ann Arbor, Michigan.

Plastic Clay

(Continued from page 19)

They were anxious to get it completed before Visitors' Day and so asked if they could work throughout the supper hour on the last night.

When they rallied for the evening program, with their job completed, the other campers gave them the camp yell and the Director publicly thanked them. They then requested the privilege of naming the road and we thought they would select "The Dirty Dozen Boulevard" but to our great surprise and pleasure they announced that they had taken a vote and wanted it known as the "Service Road" for it meant service on their part and service to the camp.

These three days working on a constructive program under tactful guidance and words of cheer saved a situation and led to hearty cooperation in other camp projects.

WHO BROKE THE GLASS?

For several years we operated a garden near the Camp and each day a tent group was assigned to pick weeds and cultivate the ground. One day a neighbor came to Headquarters, all in a rage, stating that the boys had broken the windows in a vacant house of which he was caretaker. After we talked it over he cooled down and agreed to leave the matter entirely in our hands.

The seven boys were called together after the noon meal and everyone confessed to being a party to it—telling a very simple story illustrating mob psychology. One boy said he bet he could put out a window in the vacant house, another added that he could do it first, and in less than it takes to tell it every boy picked up a stone and \$18.00 worth of glass went to smash! After talking about property rights, and asking the campers what they should do—they all with one accord agreed to repair the damage.

The Director suggested that they appoint a treasurer and handed his \$2

to start the fund. This the boys resented and wanted to know why he should pay. He informed them that wherever they went as campers they were known as his boys and while not with them his name was associated with their actions. It took several days to make good the damage and each step was guided with a human touch. They cut out all the putty, swept up the glass and dirt in the house, buried the glass, walked eight miles to the nearest town for glass, put it in and then called on the caretaker to apologize. They saved money by doing the work themselves.

This experience served to bring the Director very close to a group of plastic boys who needed leadership at the right time. The caretaker also became a warm friend of these boys and a great advocate of the camp.

BOYS PLAY TRICKS

Throughout the years in camp the boys played all kinds of tricks, but unless they endangered life or trespassed upon the rights of others we had one blind eye and one deaf ear. One day the ice cream freezer was opened by one of the campers who thought he should sample the cream before dinner. In putting back the lid salt dropped in and worked its way throughout the can. We quietly circulated the news among a few older boys and to our great surprise one of the choicest fellows in camp came to the Director and confessed. After a friendly chat he said, on his own initiative, that he felt he owed an apology to the Camp. That evening around the campfire he expressed his regret and asked for forgiveness. It was not an easy thing to do but he was a stronger lad for the experience.

"WOLF—WOLF"

On another occasion one of the older campers thought he would have some fun by blowing the fire whistle after taps. You can easily picture the commotion, for every camper responded to this unusual midnight alarm. It was soon discovered that it was a joke and all returned to their tents without learning who was the culprit. The next morning we told the old story of "Wolf, Wolf" and what it would mean to the camp if this experience should be treated lightly.

An opportunity was given for the boy to meet the Director in private and in a humble and manly spirit the lad

owned up and of course was forgiven. At a time like this it is necessary for the leader to exercise great care so as to leave the right impression with all the boys of their responsibility in protecting life and property.

We have never made work a method of discipline for we did not wish to have it associated with punishment. Voluntary work, however, frequently proved to be the best way to lead campers to a constructive program and through the danger zone. When tactfully presented and with the proper guidance, counselors and boys would inquire what they could do to help. In a natural way we always expressed appreciation for any services rendered the camp which led others to ask what they could do.

Boys and girls are responsive to the human touch and there is great joy and satisfaction to parents and leaders who mould young life during the plastic years.

Horsemanship

(Continued from page 18)

was a Novice and a Pair class and jumping for both beginning and advanced riders.

The Horsemanship Training Course, which has been attended by students from twenty-one states since its organization in 1930, is a unique feature of the riding program. The full course is three summer seasons of two months, involving a daily average of about five hours of work.

A student who qualifies for the First Degree Certificate, the most advanced, is considered equipped to take complete charge of a riding department. All recognitions are made on the basis of personal performance in various styles of riding, practical and theoretical knowledge of horsemanship and the care of the horse together with the demonstrated capacity to assume responsibility and to exercise sound judgment.

And so it is that at this camp the very young and the not-too-old, the novice and the expert, all thrill to the creak of saddle leather and the music of ponies' hoofbeats. From the ten-year-old who proudly puts Spunky through his paces to the accomplished young equestrienne, these campers are devotees of The Horse.

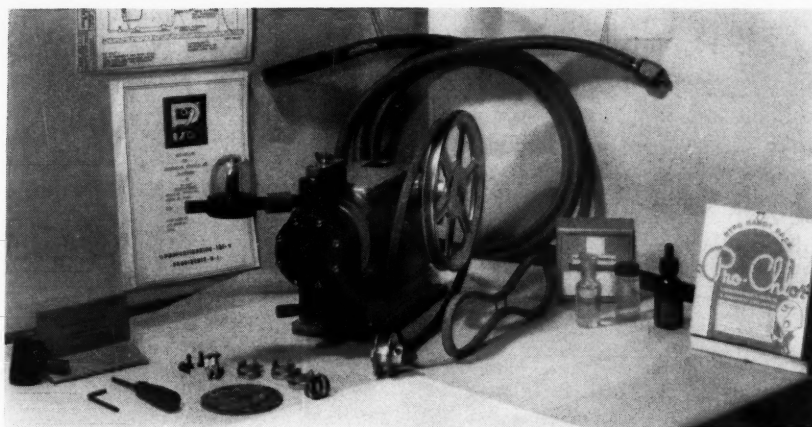
Group Life

(Continued from page 4)

tertainment derived from camp life should, however, not be considered as the ultimate goal, but more as a means of making the all-important group situation more attractive to the child. (This explains the advantage of summer camps over institutional living which otherwise offer excellent opportunities through their group activity for adjusting children to society.) Many pleasures and advantages should make children forget the conveniences they enjoyed in their families, even under the poorest conditions. No group can offer as much personal attention as a child gets at home, although sometimes merely through disturbing and annoying the adults. The group has to overcome the child's resentment, otherwise there is hardly a way to win his cooperation and to influence his development.

In order to take full advantage of the group situation in camps it is not sufficient to bring children together merely and let them roam at will. The group can exert its educational influence only if it is an "organized" group, carefully planned and supervised by adequate leaders in order to become a real "unit". It is true that the group itself exerts what we call "group pressure." But pressure of every kind works only under certain circumstances and then not always in the desired direction. The trained leader who wishes to control a group has to promote co-operation, even if the child or a group of children is originally not willing or ready for it. Otherwise we find within the group the old segregation of couples and individuals and consequentially competition and fighting. Children, trained under home conditions, try to use the same methods which worked there successfully forcing and provoking parents to expected reactions. The leader has to understand the child and to manage to see that the child accepts and is accepted by the group. Only through a real group spirit does the child have a fair chance to change his approach which is seldom possible in the already rigid family situations.

This answers the question often expressed: What is the use of transferring a child for a few weeks to favorable social conditions when he has to return again to his former life? Is he not



The Du-Self Chlor-O-Feeder

The \$99.00 Du-Self package for hypo-chlorination and other chemical feeding services is on the market!! We had generally favorable response to questionnaires as to the need for a special unit for the tiny water supply. So, Du-Self is being added as a standard item in %Proportioneers'% line of chemical-feeders. Although low in price and sold only in one standard f.o.b.—factory—complete package containing all items for "do it yourself" installation by the purchaser, it is packed by a responsible manufacturer with widespread service and sales organization making available technical-service at reasonable cost for any purchaser who is unable to make a satisfactory *self-installation*. Buyers who are competent to make installation themselves will *not* be penalized for unneeded service required by less technical purchasers who may (at stated per diem rate) employ our Branch Offices in every State for installing and starting up Du-Self Chlor-O-Feeders. *Service is for sale by every %Proportioneers'% office, or by our Main Office, if it is needed by Du-Self purchasers. This extra for service can be saved by mechanically skilled operators.*

We do not offer Du-Self as a pan-

acea at \$99.00 to fit *every* hypo-chlorinator requirement. However, we are convinced that there is a crying need for thousands of \$99.00 Chlor-O-Feeders to go into tiny water plants on the "do it yourself" purchase plan. These owners would never chlorinate if the initial outlay exceeded \$100.00.

May we repeat that this Du-Self Chlor-O-Feeder will not fit *every* situation and if prospective purchasers will describe to us, or our agents, their plant conditions, we will advise whether these will permit the purchaser to enjoy benefit of this lowest priced chlorinator. We will also refer you to our nearest service or sales office where quotation may be secured for only a day's time to cover the critical "starting up and adjustment period" or for complete installation service including all work required by the purchaser. Service requirements on this simple machine have been reduced to the vanishing point but when essential, service will be available from a dependable company with widespread representatives established throughout the United States and in several foreign countries, at reasonable service rates.

%Proportioneers%, Inc., 9 Codding St., Providence, R. I.

less prepared afterward to face unfortunate family situations? We have to keep in mind the fact that every child who has discovered better social approaches will be able to utilize them under *all* life conditions. "Better approaches" are always based on courage, self-confidence, social feeling, confidence in others, consideration for others, etc. Whenever we succeed in developing these qualities in a child, not nec-

essarily a "problem child", we help him meet difficult situations. The child with an improved attitude toward the group will be better prepared to overcome obstacles and difficulties at home. The improvement of the child during the camping weeks might not last forever, but in many cases better relationship with parents and siblings started with the new experiences which the child gained in camp.

1941 Convention

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emotions and the "whys" of his behavior. This is especially important in organization camps where communities expect the camps to blaze the way for adjustments and corrective work. Many points which directly affect the behavior of campers such as competition, awards, inspiration, inspection, disciplinary measures, homesickness, fighting, enuresis, stealing, etc., will be discussed.

Camp directors will have an opportunity to learn about and to discuss various types of: promotional activities such as movies, pictures, catalogs and announcements, interviewing, camp reunions; budgets, financing, taxes, and insurance; camp layout, construction, and equipment; food and kitchen management; staff selection, training, and salaries; program; and community relations.

Camp administrators will have an opportunity to learn about and to discuss: community organization for camping, schools and camping, fact-finding and research, cooperative interpretation, sources of staff material, and State legislation.

Within these four general groupings—beginning counselors, directors, administrators, experienced counselors—the fundamentals of camping are well considered. Information is not enough to make a good leader however. There must be *inspiration*. The conference provides this in several general sessions at which nationally prominent people will speak. Inspiration must have an outlet too. The conference has provided *Recreation* for its members. Just as the sailor enjoys a boatride on his furlough, the bus driver goes for a drive on his day off, and the mail carrier takes a walk on Sunday, so the real camper enjoys the opportunity to indulge in some of the recreative activity of camping in his free time. This too you will find time to do at the American Camping Association Conference.

We "Get Down to Fundamentals" by sharing *Information, Discussion, Inspiration, Recreation*.

Remember the dates—February 13th, 14th, and 15th, in the Nation's Capitol!

HUGO W. WOLTER, *Chairman*
Convention Publicity

Camp Toilet Sanitation

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suitable length should be inserted into the outlet before the standpipe is removed. This will act as a check and will prevent materials entering the drain which would ordinarily cause endless trouble. The stick will have to be moved in various positions during the process but it should not be completely withdrawn until the cleaning of the pit is entirely completed. A stream of water played in the vicinity of the outlet will assist the feeding of the solid material into the opening. After thorough flushing of the tank walls and sides with a hose the opening is again closed and chlorinated lime is sprinkled on the flushed surfaces. This procedure "gasses" the interior and effectively kills all trace of odor. The tank is then filled with water to the proper depth and is now ready for use again. A simple rule to determine the periods of draining is by measuring the depth of scum and sludge in the tank. When the combined thickness of the scum and sludge are more than one third of the depth of the tank measured below the water level, the tank should be cleaned. This factor is controlled by the number and frequency of use and must be determined for each toilet. Frequent washing of the interior is necessary and as with the previous type a deodorant is most useful. Lime spread outside of the structure is also desirable in combating odors.

CHEMICAL TOILETS.—Tank-type chemical toilets are quite similar to the septic privy just described. The tank capacity should not be less than 125 gallons per seat and a minimum charge of 25 lbs. of dry caustic should be dissolved in the water. It is better to dissolve the chemical in 15 gallons of water and add this solution rather than the dry powder. This type tank requires daily agitation of the waste material. It is drained and serviced in the same manner as that for the septic type. Trouble with this type of toilet is frequently experienced and may be traced to the following: lack of tank capacity, leakage of the chemical through defective seams or joints, failure to agitate the waste material or using a deodorant rather than a disinfectant.

This article has attempted to bring

the necessary information within reach of the person directly in charge of toilet maintenance who is in need of this kind of information for the most desirable kind of toilet sanitation. Any summer camp deserves the very best in toilet service and sanitation regardless of the system employed.

Let's Take a Hike

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new poise, new life "on a hike." We must not think of hiking as a panacea for all existing ills but it does offer an unparalleled opportunity for giving guidance to the individual child. It provides an easy, natural setting in which child and adult may speak with a minimum of reserve. It provides a background of tranquility and beauty which inspires confidences. The camp is exceedingly fortunate in having such a natural setting. Utilizing it fully and wisely will make it possible for the camp to solve many individual problems which can find no solution in the formality of the average school room. And, even though it takes one counselor's time for only one child for a while, it repays such concentration many times over with the improvement which results from such "case treatment" by an adept counselor.

Statement of the Ownership, Management, Circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of THE CAMPING MAGAZINE, published monthly, October through June, at Ann Arbor, Michigan, for October 1, 1940.

State of Michigan

County of Washtenaw

Before me, a Notary Public in and for the state and county aforesaid, personally appeared Ross L. Allen, who having been duly sworn according to law, deposes and says that the American Camping Association, Inc., is the Publisher of The Camping Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, to wit: 1. That the names and addresses of the publisher, editors managing editor, and business managers are: Publisher, American Camping Association, Inc.; Editor, Bernard S. Mason, Cincinnati, Ohio; Business Manager, Ross L. Allen, Ann Arbor, Michigan. 2. That the owner is the American Camping Association, Inc. 3. That the known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities are: none. 4. That the two paragraphs next above, giving the names of the owners, stockholders and security holders, if any, contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him. Signed, Ross L. Allen, Business Manager. Sworn to and subscribed before me this 3rd day of October, 1940. (Seal) George Schlecht, Notary Public.

THE CAMPING MAGAZINE